



# Jefferson Area Local Schools Ohio Improvement Process Primer

Race to the Top / Title I / Ohio Improvement Process

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## The Ohio Improvement Process Stages

**Stage 1: Identify Critical Needs of the District and its Buildings** using state and district data to identify the most pressing needs faced by the district and buildings. This stage uses the Decision Framework (DF)/Building Decision Framework (BDF) as the major OIP tool to analyze and interpret the effect of district and building practice in critical areas (e.g., instructional management, leadership, school climate) on student achievement, and identify the district's and building's most critical needs and most probable causes contributing to those needs.

**Stage 2: Develop a Focused Plan** uses identified needs to create a focused plan. Stakeholders and the local school board are involved in specific areas that require their engagement and direction. During Stage 2, focus areas are turned into two to three goals in two areas: 1) student performance and 2) conditions and expectations. Strategies that are grounded in evidence/research to achieve the goals are created from the probable causes of the most important and critical problems. Indicators for each strategy provide the yardstick by which success is measured. Actions are developed for each strategy and resources are aligned. The major OIP tool used at stage 2 is the CCIP.

**Stage 3: Implement and Monitor the Focused Plan** focuses on full implementation of the district's and buildings strategies and actions across the district to reach district goals, and the ongoing monitoring of the degree of implementation and its effects on desired changes in adult practice and student achievement. This stage requires that each building have a School Improvement Plan (SIP) that has been approved by the district, is developed using district goals and strategies, and outlines actions to meet those district goals and strategies. Stage 3 also requires that the district and buildings have a process for checking the implementation of each strategy and action taken toward reaching district/community school goals. Progress is monitored from the first day of implementation, providing stakeholders with much needed information for making decisions about whether changes are needed.

**Stage 4: Evaluate the Improvement Process** is not intended to be used for compliance purposes, but rather to gauge the overall health of the system at any point in time. It requires evaluation of all aspects of the improvement process, including degree of implementation as well as the impact of improvement efforts on student achievement. Implementation of a consistent process and associated tools (i.e., the OIP) allows the state to aggregate data on common indicators at multiple levels, relying on built-in data systems and standardized instruments for use in evaluating the overall health of the OIP on a regular and ongoing basis.



# OHIO IMPROVEMENT PROCESS (OIP)

## STAGE 0 Preparing for the OIP

Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision-making and resource management that are threaded throughout the OIP.

## STAGE 1

Identify Critical Needs of Districts and Schools

### How

do these teams work in districts and schools?

Teams use data to identify critical needs

### How

do these teams work in districts and schools?

Review data  
Gather evidence of implementation and impact

## STAGE 4

Evaluate the Improvement Process

## STAGE 2

Develop a Focused Plan

### How

do these teams work in districts and schools?

Develop goal(s), strategies, indicators, and action steps focused on stage 1 critical needs

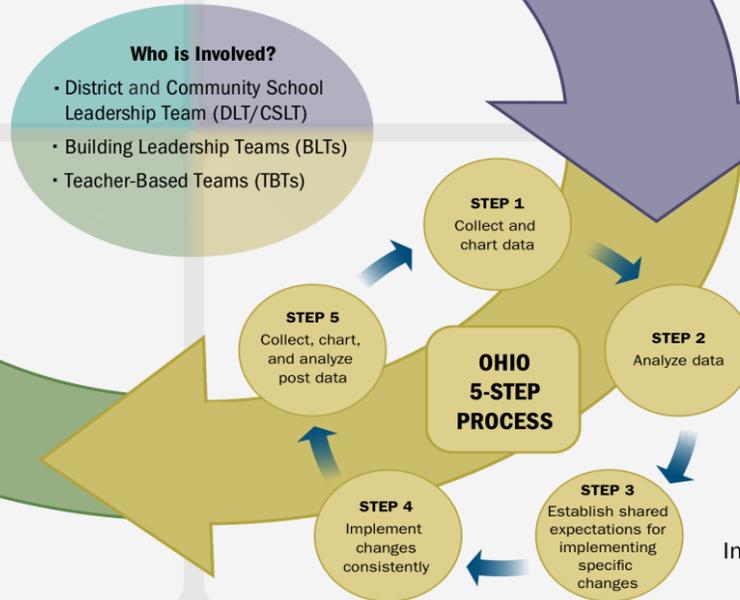
### How

do these teams work in districts and schools?

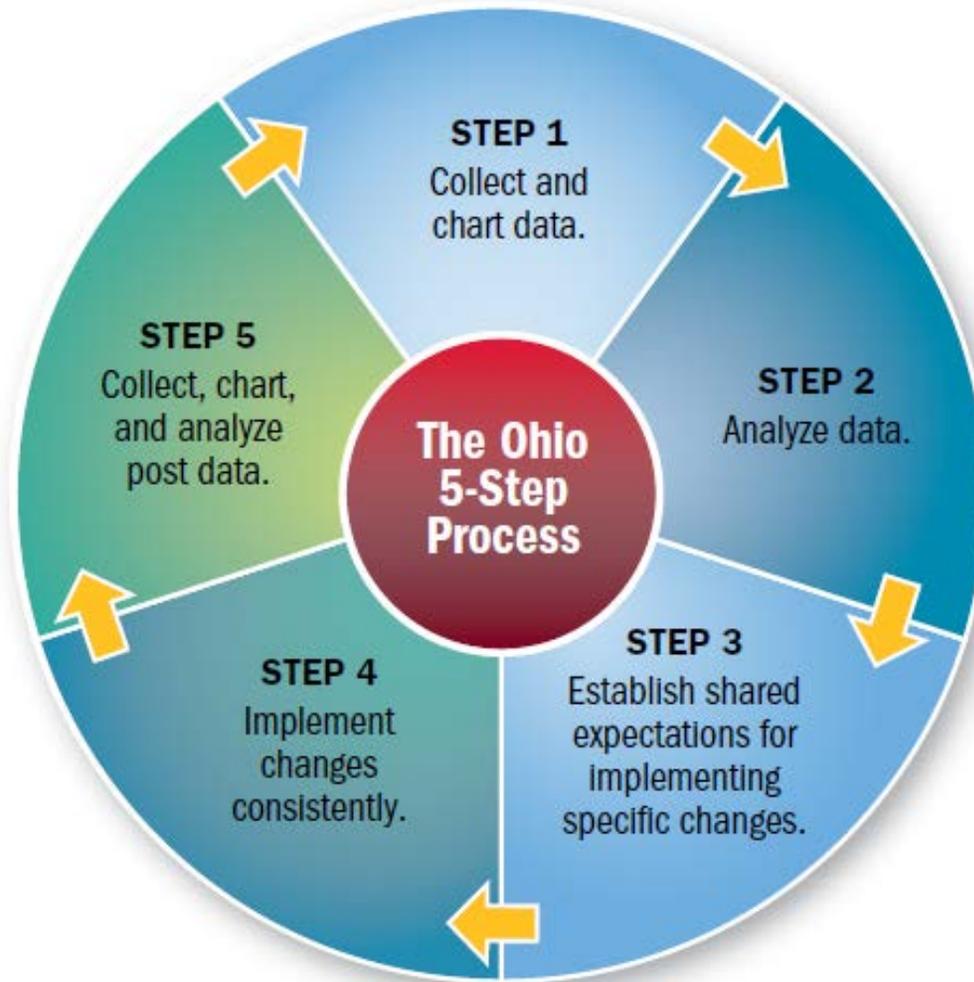
Implement strategies and action steps to achieve district goals  
Monitor fidelity of implementation and effect on changes in adult practice and student learning

## STAGE 3

Implement and Monitor the Focused Plan



**The Five step process** provides a format for collecting, analyzing and acting upon data. It can be inserted into a standard meeting agenda or for shorter meetings become the agenda. Each step provides: some questions for consideration, information needed, and a place to record data and instructional conclusions.



**Five Step Process Actions and Questions to be answered:**

<p><b>Step 1: Collect and chart data to identify how students are performing/progressing</b></p>	<ul style="list-style-type: none"> <li>• <i>Data is ready and brought by all teachers</i></li> <li>• <i>Item analysis is done</i></li> <li>• <i>Data provided prior to meeting</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Includes # and % of students tested/proficient and not proficient</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Subgroup data is reported</i></li> <li>• <i>Determine benchmark score for grouping criteria</i></li> </ul>
<p>What data has been collected by the TBT?</p>			
<p><b>Step 2: Analyze student work specific to the data</b></p>	<ul style="list-style-type: none"> <li>• <i>Determine overall student strengths.</i></li> <li>• <i>Are there patterns or trends??</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Were there common errors?</i></li> <li>• <i>Are there urgent needs?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Were there misconceptions?</i></li> <li>• <i>Prioritize needs for next steps.</i></li> </ul>
<p>What does the data tell you about the students' learning?</p>			
<p><b>Step 3: Establish shared expectations for implementing specific effective changes in the classroom</b></p>	<ul style="list-style-type: none"> <li>• <i>How will students be grouped for instruction?</i></li> <li>• <i>What differentiated strategies will be used?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>When will this instruction happen, e.g., during core class, intervention period, enrichment time, after-school tutoring?</i></li> <li>• <i>What support/training in a specific strategy is needed?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Determine length/frequency of instruction. How many minutes/days and weeks?</i></li> <li>• <i>Decide on post assessment.</i></li> </ul>
<p>What instructional strategies will be employed in the classroom to address individual student needs?</p>			
<p><b>Step 4: Implement changes consistently across all classrooms</b></p>	<ul style="list-style-type: none"> <li>• <i>Tie walk-throughs to the strategies the TBT has chosen to implement.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ensure feedback is provided to the staff.</i></li> <li>• <i>Peer to peer classroom visits can occur to work as a team on tuning the instructional strategy.</i></li> </ul>	
<p>What will be observed in the classrooms? What will the teacher be doing? What will the students be doing?</p>			
<p><b>Step 5: Collect, chart and analyze pre/post data</b></p>	<ul style="list-style-type: none"> <li>• <i>Everyone comes with assessments scored and data ready.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Best practices shared from classroom teachers with high student results on post-test</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Include pre data and post data for all students and any subgroups</i></li> <li>• <i>Use same chart from Step 1 to collect/record data</i></li> </ul>
<p>What does the post-data look like? What instructional practices proved to be successful?</p>			



## Teacher Team – Grade Level Meeting Guide Sheet

### Prior to Meeting

- Teachers chart data for individual common classroom assessment results as determined at the previous meeting which includes:
  - Number of students at/above and below proficient at each identified level disaggregated by subgroup.
  - Item analysis on student results.

### **Step 1: Collect and Chart Data (Quantitative)**

#### During the Meeting

- Team charts aggregated and disaggregated assessment data based on individual classroom results.
  - Whole group data
  - Subgroup data may be reported.
- Determine your benchmark score for grouping criteria.

### **Step 2: Analyze Student Work Specific to the Data (Qualitative)**

- Team makes conclusions based on the aggregated data from Step 1 for example:
  - Determine overall student strengths.
  - Is there a trend?
  - Were there common errors?
  - Were there misconceptions?
  - Determine students' needs for next steps.

\*Note: Step one and step two are nearly inseparable when being discussed. However, they are separate for recording. Step one is just the numbers, and step two is the implication of those numbers.

### **Step 3: Determine Instructional Strategies that Will Be Used**

- Team determines interventions and/or enrichments will be provided for all students based on need:
  - How will you group students for instruction?
  - What differentiated strategies will you need?
- Team develops common instructional strategies that will be implemented.
  - Does instruction need to be focused on core instruction to improve all student achievement or is this designed for intervention/enrichment time?

- Determine length/frequency of instruction. How many minutes/days and weeks?
- Make post-assessment decisions
  - How will the effectiveness of the intervention/enrichment be measured?

#### Step 4: Implement the Instruction Consistently

- Identify key components (“look-fors” or activities) based on the strategies that will be implemented.
  - What would an outside observer see?
- Specifically identify days and times strategies will be utilized so that implementation can be monitored.

#### Step 5: Identify the Pre and/or Post Assessment Data

- Determine the necessity of post-assessment.
- Develop pre and/or post assessments.
- Develop schedule for administering common assessments.
- Determine format for charting data to be used at next TBT meeting.

#### BLT – TBT Communication

- Review report from BLT: Administrator and BLT Teacher Representative brings pertinent building data to the TBT
- Prepare report for BLT which includes:
  - Summarize trends in student performance results, summary of interventions/enrichments, and TBT needs to support implementation of instruction.
  - What worked? What problems did you encounter? What support do you need?

Note: This is an important step—please do not skip!

#### Preliminary Agenda Items for Next Meeting

- Other than the assessment data from step five, identify what else team members will need to be prepared with for the next meeting.

#### Evaluate the Meeting

- Determine whether all team members followed the meeting agenda.
- Determine the level of team effectiveness in following the 5-step process.

## Evaluating TBT Meeting Effectiveness Checklist

Clearly Observed	Evident but Not Observed	Not Observed or Evident	Meeting Members
			Use this checklist to evaluate the effectiveness of your meetings.  School/TBT _____ Date _____
			1. Know what items are to be discussed prior to the meeting (preliminary agenda from previous meeting).
			2. Arrive on time for the meeting.
			3. Assign meeting roles (ie recorder).
			4. Set time limits for the meeting.
			5. Review and refine the meeting's agenda before beginning work (additions or deletions).
			6. Follow meeting norms
			7. Facilitator guides the meeting process.
			8. BLT member reports out (following each BLT meeting).
			9. Utilize the Ohio 5-Step Process to consider issues
			<i>Step 1:</i> Collect and chart adult implementation and student performance data.
			<i>Step 2:</i> Analyze student work specific to the data.
			<i>Step 3:</i> Establish shared expectations for implementing specific effective changes in the classroom.
			<i>Step 4:</i> Implement changes consistently across all classrooms.
			<i>Step 5:</i> Collect, chart and analyze post data.
			10. Prepare report to BLT at the close of the meeting.
			11. Develop a preliminary agenda for the next meeting.
			12. Evaluate the meeting (ie using this checklist).

**What were our strengths from today's meeting?**

**What do we need to do better?**

## 5-Step Process Implementation Checklist

Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_

Ohio's 5 Step Process	NOTES
<p><b>Step 1: Collect and Chart the Data to Identify How Students Are Performing/Progressing (5 minutes to combine each classroom's data)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Common assessment data is ready and brought by all teachers</li> <li><input type="checkbox"/> Item analysis is done</li> <li><input type="checkbox"/> Includes # and % of students tested/ proficient and not proficient</li> <li><input type="checkbox"/> Subgroup data is reported</li> <li><input type="checkbox"/> Determine your benchmark score for grouping criteria</li> <li><input type="checkbox"/> Use chart to compile each classroom's data (See page 2)</li> </ul>	
<p><b>Step 2: Analyze Student Work Specific to the Data (10-15 minutes)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine overall student strengths</li> <li><input type="checkbox"/> Were there common errors?</li> <li><input type="checkbox"/> Were their misconceptions?</li> <li><input type="checkbox"/> Are there urgent needs?</li> <li><input type="checkbox"/> Are there patterns or is there a trend?</li> <li><input type="checkbox"/> Prioritize needs for next steps</li> </ul>	
<p><b>Step 3: Establish Shared Expectations for Implementing Specific Effective Changes in the Classroom (15-20 minutes)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you group students for instruction? What differentiated strategies will you use?</li> <li><input type="checkbox"/> When will this instruction happen, e.g., during core class, intervention period, enrichment time, after-school tutoring?</li> <li><input type="checkbox"/> Determine length/frequency of instruction. How many minutes/days and weeks?</li> <li><input type="checkbox"/> Do you need support/training in a specific strategy?</li> <li><input type="checkbox"/> Decide on post-assessment</li> </ul>	
<p><b>Step 4: Implement Changes Consistently Across All Classrooms</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrator walk-throughs are tied to the strategies the TBT has chosen to implement</li> <li><input type="checkbox"/> Feedback is provided to staff</li> <li><input type="checkbox"/> Peer to Peer classroom visits can occur to work as a team on tuning the instructional strategy</li> <li><input type="checkbox"/> Re-assess students</li> </ul>	
<p><b>Step 5: Collect, Chart and Analyze Student Pre/Post Data and Determine Effectiveness of Practices (20-35 minutes)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Everyone comes with the assessments scored and data ready</li> <li><input type="checkbox"/> Includes pre-data and post-data for all students and any subgroups</li> <li><input type="checkbox"/> Best practices shared from classroom teachers with high student results on post-test</li> <li><input type="checkbox"/> Use same chart from Step 1 to collect data (See page 2)</li> <li><input type="checkbox"/> What was our level of implementation - Full, Partial, Not at All?</li> <li><input type="checkbox"/> What did we learn - Successes and Obstacles?</li> <li><input type="checkbox"/> Our recommendation: Continue with this strategy for..., Select alternative, Adapt, Obtain PD,</li> <li><input type="checkbox"/> What support to we need?</li> <li><input type="checkbox"/> Final reflections</li> </ul>	

Pre/Post Test Data – Compiled By Classroom

Date Pre-Test \_\_\_\_\_ Date Post-Test \_\_\_\_\_ Strategy/ies Used \_\_\_\_\_ Frequency of Use \_\_\_\_\_

Teacher (Data without subgroup students included)	# students took PRE test	# students took POST test	# students and % PROFICIENT PRE	# students and % PROFICIENT POST	# students and % CLOSE to Proficient PRE	# students and % CLOSE to Proficient POST	# students and % FAR from Proficient PRE	# students and % FAR from Proficient POST
<i>Total without subgroup data</i>								
<b>SUBGROUP DATA</b>	<b># students took PRE test</b>	<b># students took POST test</b>	<b># students and % PROFICIENT PRE</b>	<b># students and % PROFICIENT POST</b>	<b># students and % CLOSE to Proficient PRE</b>	<b># students and % CLOSE to Proficient POST</b>	<b># students and % FAR from Proficient PRE</b>	<b># students and % FAR from Proficient POST</b>
<b>Total ALL students</b>								

## Procedures for Monitoring Student Performance

Monitoring student performance based on CCIP and/or SIP indicators is one of the steps in systematic problem-solving. Monitoring involves the frequent and repeated collection and analysis of student performance data. Monitoring student performance is not to be used only when time permits. Data is collected on a regular basis during the course of plan implementation. Progress monitoring provides a standardized and empirical method for evaluating the effectiveness of whether the strategies, actions and tasks implemented are improving student learning. In order to begin on-going data collection and analysis, the following must be in place and followed:

- 1) Have a well-defined set of knowledge and skills (academic indicators) that a student is expected to learn.

These knowledge and skills identify the focus of ongoing measurement. The knowledge and skills must be defined in terms that are concrete, observable, specific and measurable. In most cases, the target knowledge and skills should be ones that need to increase in frequency.

- 2) Establish measurement method(s).

The selected knowledge and skills must allow for the frequent and repeated collection of student performance data. The method(s) of measurement should be time and cost efficient, and should be sensitive to small changes in student performance over relatively short periods of time. Standardized measurement procedures should be used.

- 3) Describe student's current level of functioning.

Information regarding a student's current level of functioning is helpful in setting an appropriate indicator of improvement and provides a baseline against which subsequent performance can be compared.

- 4) Have a well-defined strategy indicator.

It is impossible to evaluate progress without a yardstick against which to compare it. A strategy indicator provides such a yardstick by clearly describing the expected outcome of actions in terms of improved student performance. The strategy indicator should specify the behavior, the conditions under which this behavior will be exhibited and the criterion for satisfactory performance.

- 5) Implement actions (and tasks that put the action into motion) that will result in improved student performance.

No set of actions (and tasks) works all of the time or with every student. Plans should be developed with an expectation that they will be altered if data indicates a need to do so. At the building level, plans should clearly delineate materials and procedures to be used, as well as roles and responsibilities for collaborative team members. This may include having classroom plans in addition to a building plan.

- 6) Collect data regularly and visually represent the data, such as on a graph or chart.

Data must be collected in short intervals, e.g., once per week, at the building level in order to provide sufficient information for trend analysis within a month (based on the monitoring schedule the building has set) or across a quarter (based on the monitoring schedule the district has set).

Monitoring procedures generate a large quantity of data that must be systematically recorded and analyzed. A visual representation of data such as a graph or chart provides a visual depiction of expected (as described on the graph by the indicator line) and actual student performance.

- 7) Make course correction(s).

Course correction should allow for the systematic interpretation of performance trends with regard to progress toward the identified strategy. The process for course correction should be established prior to implementation of the actions/tasks. Course correction should include a rule for raising the strategy indicator if student progress exceeds expectations. Conversely, there also should be a rule which prompts the alteration of the actions/tasks if insufficient progress is demonstrated.

If an action must be modified, only one instructional factor at a time should be altered. If more than one factor at a time is modified, and if student performance subsequently changes, the collaborative team will not be able to determine which factor was responsible for the change in student performance. Small changes or refinements in plans should usually be attempted before major alterations in the plan are made. At the same time, however, the modifications must be ones that are judged to be sufficiently substantial to result in improved student performance.

Whenever a modification in the plan is made, this modification should be noted on the graph. A vertical line should be drawn on the graph at the point in time when the plan was changed. The collaborative team meeting notes should record the specific procedures and materials that are modified. This will assist in determining what actions/tasks should be generalized across a building/grade level/district.

### Resource 16: TBT 5-Step Process Rubric for Self-Assessment and Monitoring

Directions:

- 1) TBTs complete the following rubric to self-assess the TBT in relation to the criteria of the Ohio 5-Step Process. Submit your results to the BLT.
- 2) BLTs aggregate the TBT self-assessment results to monitor progress of TBTs across the building. Submit your summary results to the DLT.
- 3) DLTs/CSLTs aggregate the BLT summary results to monitor progress of TBTs in each building across the district.
- 4) DLTs/CSLTs and BLTs may wish to validate the TBT self-assessment results by using this criteria and rubric as a monitoring instrument.

The results may be used to: 1) determine which TBTs require additional support and/or professional development, and 2) identify TBTs that are effectively implementing the 5-Step Process for replication within a building and/or district-wide.

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)
Effective Team Organization: Collaborative teams regularly participate in purposeful meetings.	Teams do not or rarely hold meetings. Teams are at the forming stage of team development. Teams have not defined roles/responsibilities. Teams have no clear data forms/protocols.	Teams schedule meetings but they are only held occasionally. Teams are at the storming stage of team development Teams have not clearly defined roles/responsibilities. Teams inconsistently use team data forms/protocols	Teams hold meetings according to a prescribed schedule. Teams are at the norming stage of team development. Teams define roles/responsibilities at each meeting. Teams consistently use team data forms/protocols.	Teams hold meetings according to a prescribed schedule. Teams are at the performing and adjourning stage of team development Teams define roles/responsibilities at each meeting and they are applied across the system Teams consistently use team data forms/protocols to facilitate their work
Step 1: Collect and chart data to identify how students are performing/progressing.	Data is not assembled. A common pre-test/formative assessment is not used. No rubric/scoring guides exist.	Some teachers bring data to meetings. A common pre-test/formative data is used inconsistently. There are rubric/scoring guides with defined benchmarks but not	Most teachers organize data prior to meeting using forms and protocols. Common assessments aligned to standards are given to ALL students at that level at least quarterly (e.g., SWD, ELL, Title I).	All teachers organize data prior to meeting using forms and protocols. Common assessments aligned to standards are regularly given to ALL students at that level (e.g., SWD, ELL, Title I).

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)
		agreed to by all team members.	There are rubric/scoring guides with defined benchmarks and agreed to by all members.	There are rubric/scoring guides with defined benchmarks and used by all team members.
<p>Step 2: Analyze student work specific to the data.</p>	<p>Student work is not analyzed to identify learning needs.</p> <p>No process is in place to select/use representative samples of student work.</p> <p>TBT makes little or no connection between data being analyzed and its connection to the building/district strategies/actions.</p> <p>TBT makes little or no connection between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards).</p>	<p>Student work is analyzed but only on an individual, student-by-student basis.</p> <p>There is a process in place to select/use representative samples of student work.</p> <p>TBT makes some connections between data being analyzed and its connection to the building/district strategies/actions.</p> <p>TBT makes some connections between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards).</p>	<p>Student work is analyzed for most groups of students.</p> <p>There is a process in place to select/use samples of student work that is representative of most students.</p> <p>TBT makes many connections between data being analyzed and its connection to the building/district strategies/actions.</p> <p>TBT makes many connections between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards).</p>	<p>Student work is analyzed for all groups of students.</p> <p>There is a process in place to select/use samples of student work that is representative of all students.</p> <p>TBT makes consistent connections between data being analyzed and its connection to the building/district strategies/actions.</p> <p>TBT makes consistent connections between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards).</p>
<p>Step 3: Establish shared expectations for implementing specific effective changes in the classroom.</p>	<p>Instructional practices are not identified.</p> <p>Differentiation of instructional practices to meet academic levels and subgroup needs is not evident.</p> <p>Targets are not established.</p> <p>Job embedded professional development is not present.</p>	<p>Instructional practices to implement are identified but not based on common assessment data.</p> <p>Differentiation of instructional practices to meet academic levels is somewhat evident.</p> <p>Established targets are academic or behavioral but may not be specific and measurable.</p> <p>Professional development is limited to traditional methods, e.g., workshops.</p>	<p>Instructional practices to implement are identified and based on common assessment data.</p> <p>Differentiation of instructional practices to meet academic levels and subgroup needs is somewhat evident.</p> <p>Specific, measurable group targets reflect consideration of enrichment groups.</p> <p>Job embedded professional development is available to support teacher use of the</p>	<p>Instructional practices are evidence-based on common assessment data and are timely and intervention based.</p> <p>Differentiation of instructional practices to meet academic levels and subgroup needs is evident.</p> <p>Specific, measurable targets established for each academic level and/or subgroups.</p> <p>Job embedded professional development is systemically implemented to support teachers use of the instructional practices</p>

			instructional practices (modeling, coaching, demonstration, co-teaching).	(modeling, coaching, demonstration, co-teaching).
Step 4: Implement changes consistently across all classrooms.	25% or less of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with few identified groups of students.	50% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with some identified groups of students.	75% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with most identified groups of students.	100% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with all identified groups of students.
Step 5: Collect, chart and analyze student pre/post-data and determine effectiveness of practices.	Common post-test results are not analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are not documented, shared and duplicated. Course corrections are not discussed.	Common post-test results are inconsistently analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are occasionally documented, shared and duplicated. Course correction is discussed.	Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are generally documented, shared and duplicated. Course correction is discussed but not documented.	Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are always documented, shared and duplicated. Course correction is discussed, documented, defined and timely.

**Grade level and Teacher Team Agenda**  
 (this printable template is on the PD flash drive)  
**Includes 5-Step Process, Meeting Agenda and Minutes Template**

Date    Time    Site

Department/Grade level:

Department/ Grade level Chairperson/Facilitator:

Recorder:

Timekeeper:

Team Members Present:

1.	2.	3.	4.
5.	6.	7.	8.

ITEM I: 5 Step Process for Looking at Data – 1 hour	
<p><b>Item 1: Look at data to identify how students are performing/progressing 45 minutes – 1 hour.</b></p> <p><i>How are students at our grade level doing based on Aimsweb, formative classroom assessments, intervention plans, etc</i></p> <p><b>Review: THE OIP PROCESS:</b>                      The Five Step Process:</p> <p style="padding-left: 20px;">Step 1: Collect and chart data</p> <p style="padding-left: 20px;">Step 2: Analyze work specific to the data</p> <p style="padding-left: 20px;">Step 3: Establish shared expectations for implementing specific changes</p> <p style="padding-left: 20px;">Step 4: Implement changes consistently</p> <p style="padding-left: 20px;">Step 5: Collect, chart and analyze post data</p>	

## SAMPLE AGENDA AND MINUTES TBT Meeting Agenda and Minutes

Date: April 2013      Time: 8:30-3:30      Site: Jeff EI

Department/Grade Level: 3

Team Members Present: List Grade 3 Teachers

Recorder: List here

Team Members Present:

1.	2.	3.	4.
5.	6.	7.	8.

ITEM I: 5 Step Process for Looking at Data – 1 hour	
<p><b>Item 1: Look at data to identify how students are performing/progressing 45 minutes – 1 hour.</b></p> <p><i>How are students at our grade level doing based on Aimsweb, formative classroom assessments, intervention plans, etc</i></p> <p><b>Review: THE OIP PROCESS:</b> The Five Step Process:</p> <p>Step 1: Collect and chart data</p> <p>Step 2: Analyze work specific to the data</p> <p>Step 3: Establish shared expectations for implementing specific changes</p> <p>Step 4: Implement changes consistently</p> <p>Step 5: Collect, chart and analyze post data</p>	<p><i>Data to be considered: Aimsweb, Formative Classroom Assessments, IEP / 504 Plan implementation OAA Practice tests, pre-assessments in support of SLO's, Diagnostic Assessments Grade 3</i></p> <p><i>Notes: The majority of our students are progressing adequately through April. Intervention procedures are being implemented for students not progressing or identified as off track as a part of the 3<sup>rd</sup> grade Reading Guarantee.</i></p> <p><i>Review the assessment material provided through Reading Street.</i></p> <p><i>Aimsweb Data Reviewed by Building – Student performance and performance category reviewed and charted. Review student data and performance on SLO pre-assessment.</i></p> <p><i>Interventions for students checked for impact on student performance. Examine where interventions can be further adapted.</i></p> <p><i>We decided on schedule for intervention plan implementation. Assistance in implementation assigned to Intervention and Title I teacher.</i></p> <p><i>At our grade level we will track our interventions for consistency and implementation with integrity.</i></p>